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UNIVERSITY OF ILLINOIS BULLETIN

Vol. VIII SEPTEMBER 5, 1910 No. 1

[Entered Feb. 14, 1902, at Urbana, Ill., as second-class matter under Act of Congress July 16, 1894]

UNIVERSITY OF ILLINOIS SCHOOL OF EDUCATION

BULLETIN No. 3

THE TOWNSHIP HIGH SCHOOL IN ILLINOIS

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BY

HORACE A. HOLLISTER

URBANA, ILLINOIS
PUBLISHED BY THE UNIVERSITY

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Princeton Township High School, Bureau Co., First One Established in Illinois.

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THE TOWNSHIP HIGH SCHOOL IN ILLINOIS

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HORACE A. HOLLISTER

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PREFACE.

This bulletin has been prepared in response to frequent calls for literature on the part of those interested in establishing township high schools, and those who are studying the Illinois type of these schools.

We are under obligations to high school authorities for statistics and photographs furnished. The statistics collected and published by Prin. J. E. Wooters of the Taylorville Township High School have been especially helpful.

H. A. Hollister.

Urbana, Ill., October 3, 1910.

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THE TOWNSHIP HIGH SCHOOL.

Introduction.

As Americans we are all justly proud of our system of free public schools. This is true alike of those who live within the influence of the "little red school house" of the rural district and of those whose children are educated in the more imposing structures which house our city schools. The intimate relation existing between a successful democracy and the intelligence of the people who compose it is now generally recognized. No one longer questions, therefore, the right of taxing all for the support of schools.

More and more, as we advance in the experiment of government by the people, do we realize how definitely and inevitably are the success and perpetuity of our free institutions dependent upon the efficiency of our schools. No longer is it considered enough that a free citizen be able to read and write, necessary and fundamental as are these acquirements known to be. The increasing complexity of the problems confronting us and calling for clear, intelligent thought on the part of each individual voter demands a broader training than this. Equally emphatic and insistent is the demand for a knowledge of science and history which is called for in successfully carrying forward our agriculture, commerce and other industries in such a way as to enable us to provide for the competitions of the future and the strain upon our productive resources which our rapidly increasing population is sure to bring.

Putting these two demands together we see that the schooling which we should seek to provide for our children ought to include, at least, that of high school grade. Doubtless this will mean high schools better adapted to the two purposes of training for citizenship and for the successful conduct of our industries; but a training which stops short of this in time and extent can scarcely be expected to give us intelligence in the application of principles sufficient for the wise directon of these two fundamental aspects of the future life of a great continent teeming with a vast population of free, self-governing people.

The idea of a free common elementary school has become generally fixed and recognized, so that few children in this country are now situated so that, as far, at least, as the provision of schools is

concerned, they may not have the advantages of such an education at public cost. As regards the free common high school, however, the situation is not so gratifying. In this respect our own state has been somewhat of a laggard as compared with many other states.

Section 1 of Article VIII of the Constitution of Illinois, which is in the nature of a referendum, reads as follows: "The General Assembly shall provide a thorough and efficient system of free schools, whereby all children of this State may receive a good common school education."

A decision of the higher court of the state with reference to this provision (See Russell vs. High School Board of Education, 212-327) declares that this section of the Constitution "is both a mandate to the Legislature and a limitation upon its power to establish schools except for the purpose of a good common school education. But a high school for the education of the more advanced pupils is a school of the character required by the Constitution. Any school district may establish and maintain a high school department."

The Legislature has seen fit to leave the establishment of high schools to the option of communities. This is necessary on account of the varying conditions in different localities; but this provision should hardly be construed to mean that such schools are not to be established in communities where they are needed and can be supported. The spirit of the Constitution, itself the expressed will of the people, as it has been interpreted by the courts, seems to require that free high schools should constitute an essential part of our public schools wherever practicable. In other words, it does not appear that in Illinois we are quite living up to the spirit and meaning of our Constitutional requirements in regard to free schools of the higher grades.

Various Methods of Providing Free High Schools.

One reason for such a state of things is that we have not yet fully realized the possibilities of the law providing for the organization of the township for high school purposes, thus making the high school free for all those otherwise eligible within such territory.

Various methods have been tried by the different states for properly distributing the cost of the higher schools so as to make them free to all and yet at the same time distribute the burden of cost equitably.

In those sections of the United States where such plans are in operation the fact that high schools minister to a larger group than the local districts in which they are situated seems to be generally conceded. The high school trains more directly for service in the various vocations than does the elementary school. It is there that the people look for the training of those who are to become more intelligent and skilled in carrying on the work of the modern world than is possible in the elementary schools.

In New England the prevailing plan is to let districts not able to support high schools send the children who are prepared for the work to the nearest high schools and then pay over to those schools the tuition of all pupils so educated. In some cases this tuition is rebated to the districts paying it out of the state treasury, thus making it a form of state aid and distributing the cost over the state as a whole.

Another method is that of a general scheme for state aid. Among the states in which this plan is in use are: Maine, Vermont, Massachusetts, Rhode Island, New York, Pennsylvania, Delaware, Virginia, South Carolina, Wisconsin, Minnesota, North Dakota, Kansas, California. The method is operated differently in different states but results in the distribution to the high schools of a special sum out of the state treasury. Thus the burden of local support is lightened by distributing part of the cost of the schools over the entire state, as in the case of rebated tuition in New England.

In a few states, notably Kansas, Nebraska and Nevada, a special county high school tax is levied, thus creating a county fund for distribution among the high schools of the county. In a few cases county high schools are provided for. This latter provision makes a free high school in the county for those not otherwise provided for but it does not distribute the general cost of all high schools over the county as does the county high school fund.

The Illinois Plan.

A fourth plan is that of the union district or township high school. Sixteen states make provision for such schools, and among them Illinois.

By a special act of the Legislature in 1867 a township high school established the previous year at Princeton, Illinois, was legalized. This school is still managed under the same special act, and has grown to be one of the great high schools of the state.

The enrollment last year was 353 with 14 teachers employed. The ministration of this school appears in the fact that the tuition collected from pupils attending from outside the township district amounts to $3000 annually.

In 1872 a general revision of Illinois school law was made and there was included in this a general provision for the establishment of township high schools. In 1879 the law was amended so as to provide a way for the discontinuance of a township high school.

Township High Schools of Illinois. Table of Statistics.

Following is a list of township high schools established under the law of 1872 giving date of establishment, initial cost of building, present rate of levy for all purposes, number of tuition pupils and income from same, present general condition, number of teachers employed, total enrollment, and relative number of rural pupils enrolled:

Name of School	Date of establishment.	Present general conditions.	Initial cost of building.	Rate of levy per $100.	No. of teachers employed.	Total enrollment.	Relative number enrolled from rural schools	Number of tuition pupils	Approximate annual income from tuition
Jefferson Twp.	1872	Absorbed by Chicago.							
Lake View "	1874	"	"	"					
Tolono "	1874	Discontinued in 1880							
Streator "	1875	Good	$ 50,000	$1.50	13	314		30	$1000.00
Ottawa "	1879	"	12.000	1.05	15	365	18%	49	2000.00
Evanston "	1883	"	40,000	.95	23	550	none*	27	1890.00
Nauvoo "	1883	Fair	Rented	1.09	2			25	450.00
Lyons " (La Grange)	1888	Good	30,000	1.48	17	385		5	500.00
Edinburg "	1889	Discontinued in 1903.							
Deerfield " (Highland Park)	1890	Good	52,500	1.20	12	268	9%	10	400.00
Taylorville "	1890	"	41,000	.38	6	201	28%	25	650.00
Pontiac "	1894	"	30,000	.70	12	233	large	15	1800.00
Sterling "	1897	"	32,000	.97	12	225		35	800.00
J. Sterling Morton (Clyde)	1898	"	48,000	1.20	14	227	small		
Roseville Twp.	1899	"	10,000	.89	6	83	about 50%	25	600.00
New Trier " (Kenilworth)	1899	"	61,000	1.42	25	351	none*	1 or 2	$5 to $10
Thornton " (Harvey)	1899	"	60,000	1.10	13	275	large	15	423.00
LaSalle-Peru "	1899	"	46 000	.67	16	350	25%	60	1250.00
Oak Park and River Forest "	1899	"	260,000	3.05†	36	780	none*	17	1700.00

Joliet "	1899	"	224,000	1.00	37	1017	80% from 8th grade	60	2666.00
Savanna "	1900	"	40,000	2.20	8	140	small	10	200.00
Bloom " (Chicago Heights)	1900	"	32,000	.90	10	168	5%	16	800.00
Gilson "	1900	Fair	5,000		2	25	80%	3	18.00
Morgan Park "	1901	Good		1.10	9	105	none‡	4	200.00
Murphysboro "	1901	"	2',735	1.20	7	148	small	12	200.00
Hittle " (Armington)	1902	Fair	7,500	.37	3	26	large	1	20.00
Harrisburg "	1902	Good	20,000	.70	6	157	30%	20	300.00
Maine " (DesPlaines)	1902	"	23,000	1.00	7	143	small	6	240.00
Centralia "	1903	"	48,000	1.20	10	243	25%	18	480.00
De Kalb "	1903	"		1.47	16	310	small	40	1200.00
Marshall "	1903	"	40,000	1.81	7	122	12%		320.00
Maywood and Melrose Park "	1903‖	"	notbuilt		11	154			
Mt. Vernon "	1904	"	30,000	.87	8	225	large	13	300.00
Du Quoin "	1904	"	35,000	2.00	6	150	25%	32	474.00
Blue Island "	1904	"		1.20	7	169	small	5	150.00
Waukegan "	1905	"		.88	17	320	small	45	
Bellflower "	1905	"			3	46	50%	2	
Mazon "	1905	Fair		.38	3	43	47%	2	45.00
Biggsville "	1906	Good	8,330	1.12½	4	50		6	
Lovington "	1906	"	17,250	.70	5	140	large	25	700.00
Kilbourne "	1906	"	6,000		2	16	37½%		
Libertyville "	1906	Discontinued. Ruled out on technicality.							
Morrison "	1907	Discontinued 1908 by vote.							
Stockland "	1907	Good	6,000	1.82	3		all		
Pana "	1907	"		1.00	5	181	18%	13	351.00
Oakford "	1907	Discontinued							
Collinsville "	1907	Good	50,000	3.50§	8	140	10%	8	744.00
Marissa "	1908	"	18.000	2.25§	3	108	10%	10	175.00
Eldorado "	1908	"	26,500	3.00§	4	105	50%	4	60.00
Lawrenceville "	1908	"	35,000	1.50	5	96	large	23	450.00
Bridgeport "	1908	"	36 000	1.70		63	48%	10	180.00
Robinson "	1909	"	50,000	1.50	5	166	15%	13	234.00
Newman "	1909	"		.50	3	105	29%	10	150.00
Lockport "	1909	"	51,800	1.50	7	148	large	15	
Lemont "	1909			1.00	3		20%		
Geneseo "	1909	"	60,000	1.00	8	156			
Benton "	1909	Fair	41,800	1.37	5	135	small	9	100.00
Industry "	1909	Good	22,000	1.00					
Herrin "	1909	Voted out 1910.							
Chenoa "	1909	Unfavorable. Failed to vote bonds.							
Lexington "	1909	"		"	"	"	"		
Equality "	1909	Good	16.815						
Neoga "	1909	Good	25,000	2.00	4	75	50%	8	135.00
Pawnee "	1909	Fair	notbuilt		2	40	30%		

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*No rural districts included.

†A new building recently added.

‡No rural districts.

‖First established as including only the district. Voted a township school (Proviso Twp.), 1910.

§Paying for new buildings.

Harrisburg Township High School, Saline Co., Ill.

In 1910 township high schools were established at Assumption, Belleville, Gibson City, Hillside, Maywood, Peotone, Sullivan, and Tamaroa.

Of the high schools from which full reports were had twenty-seven reported little or no opposition to the establishment of the township high school. Twenty-two reported strong opposition at first. In some cases a second or third vote was necessary in order to carry the proposition. In this connection it is a notable fact that the more people have learned about the nature and advantages of the township high school the more these schools have grown in favor. Reports from all the fully established schools show that with the realization of the many advantages gained the opposition in township high school districts has nearly all died out.

Sources of Opposition. A Reasonable View.

One of the chief sources of this opposition has been from the owners of farm lands either residing on and operating their own farms or living in the towns and belonging to the class known as retired farmers. In a number of such cases it has been claimed that villages and towns were trying to throw the cost of their schools upon the farmers. In several cases threats of boycotting

have been used as a means of defeating the establishment of such a free high school.

It does not seem likely that any one acquainted with all the facts would take such an attitude against the establishment of an institution so beneficial to all concerned whether their homes be in the country or in the town. In the first place the people in the towns, if we except the retired farmer, are there to serve the farmers of the community. Otherwise the town would not exist. It is through this service that the farmer is able to have those wants supplied which he has not the time nor the facilities for supplying himself. It is through this necessary divison of labor that he gets his produce to market; secures his clothing, groceries, farming implements, and building materials; gets his mail, telephone and telegraphic service; receives his medical, legal, and spiritual advice and council; and secures suitable teachers for his children. In other words, the town is an essential part of the larger community embracing with it the surrounding farms.

In the second place no public school is maintained solely by those who patronize it. It is maintained at the expense of all and for the common good. The high school is, strictly speaking, more in the nature of a common good than even the elementary school. As has been shown in the introductory pages of this bulletin the high school contributes most directly of all to the common weal through the supply of that intelligence and skill demanded in the conduct of modern industries, and in fulfilling the duties of citizenship.

Why, then, should the people of the towns be called upon to bear all the burden of sustaining the high schools of the state? Experience plainly shows that values in real property of rural communities increase with the growth and prosperity of the towns which are their business and educational centers. Why is this? Are the farms, then, to reap all the advantages without bearing their portion of the cost? Surely this is not the American idea of the equitable distribution of the cost of maintaining the institutions upon which, essentially, our democratic institutions are known to rest and to depend for their security.

Some of the Results.

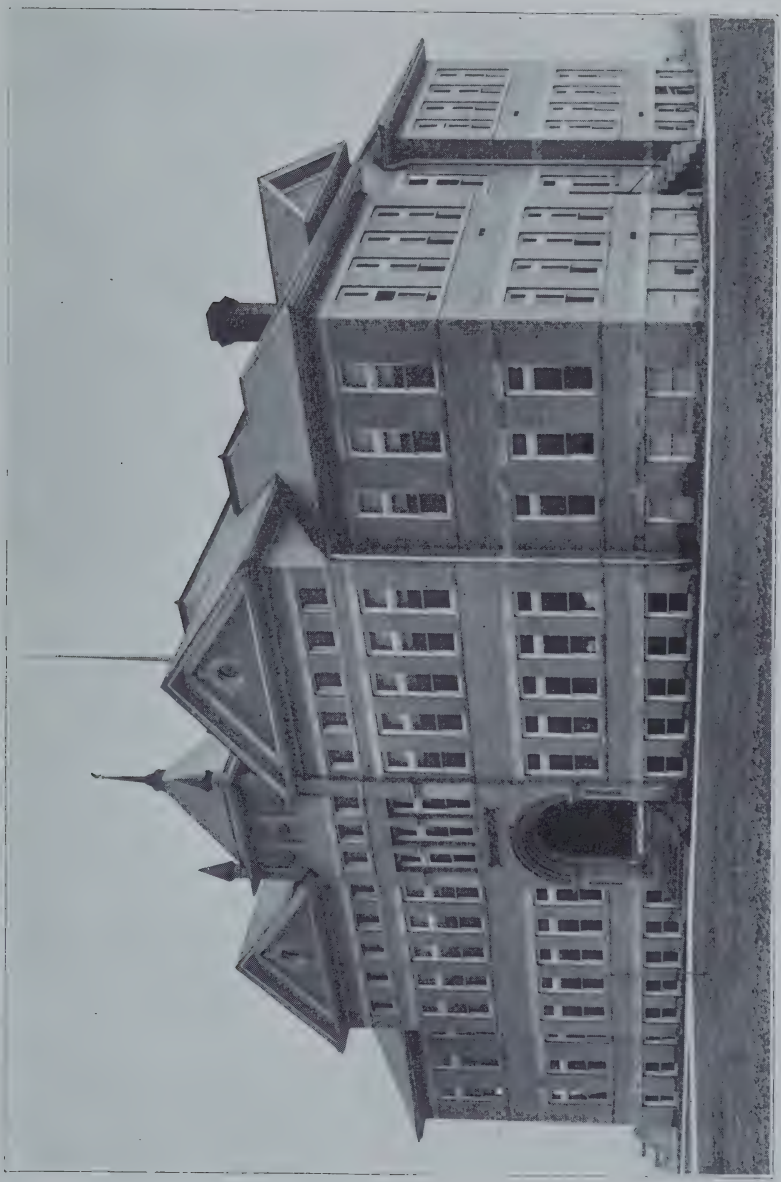
In a number of cases the establishment of such a school has been the only way by which a high school was possible. In several southern Illinois counties such a school has become practically the only high school of the county.

The plan has also proven a great boon to the small villages adjacent to our large cities. These were not strong enough by themselves to maintain high schools but by uniting several in a township or fractions of townships good high schools were made possible. Among such schools are those at Evanston, Oak Park, Kenilworth, Highland Park, DesPlaines, Harvey, Berwyn, Morgan Park, near Chicago; and Collinsville, near East St. Louis. Sometimes the opposition in such cases has urged that pupils from these suburban villages might better seek the advantages of the larger city schools. This does very well for those who are able to meet the additional expense. The cost of transportation and sensitiveness on account of personal appearance frequently act as a bar, under such conditions, and keep out of high school some of the most deserving and efficient pupils from the homes of the middle or lower classes who would be glad to patronize the home school and would do so much to the profit of society in general.

In all cases where township high schools have been established the facilities for doing good modern high school work have been greatly increased. Out of thirty-four high schools reporting in statistics collected in 1909, twenty-five offer manual training, fifteen domestic science, ten agriculture, twenty-five drawing, and twenty-five music. What further demonstration do we need to show the place which this type of high school is coming to hold among the educational interests of our great state? Is it any wonder that there is such a rapid increase in numbers in recent years as is indicated by the dates of establishment as given in the above table?

In most cases, also, the attendance has increased largely. Biggsville, a small village, was able to have only one and a half years of high school before the township school was organized. Now it furnishes a well organized high school for the children of the township and even outside the township. Taylorville had practically no high school up to the establishment of the township school in 1890. Now it is one of the notable high schools of the state. The same may be said of Harvey, Harrisburg, Bridgeport, Murphysboro, Streator, LaGrange, Evanston.

Note the increase in size of some of these schools as indicative of the service they render: The New Trier, organized in 1899, has increased in enrollment from 30 to 350. DeKalb, organized in 1903, has increased from 168 to 319. Eldorado in one year increased from 30 to 100. Lockport in one year grew from an enrollment of 60 to 135. Lovington doubled the attendance in



MURPHYSBORO TOWNSHIP HIGH SCHOOL, JACKSON CO., ILL.

three years. Collinsville, in two years, has an increase of 65 per cent.

A glance at the table given above and the column headed "relative number enrolled from rural schools" will show some interesting figures on this point. It should be remembered that the suburban high schools have very few, and in some cases no, rural schools tributary to them, while the village high schools of agricultural districts naturally enroll the largest percentages of pupils from rural schools.

Attention is also called to the rates of tax levies per $100 given in the table. It will be noted that some of these appear much larger than others. Those of recently established schools are especially large. The reason for this difference lies in the fact that in some cases it is still necessary to add a building levy. In the case of the very low rates usually only the operating expenses are represented.

Other Advantages of the Plan.

The township high school plan as provided for in the statutes of Illinois has a peculiar advantage over other plans of distributing the cost of high schools. This advantage is in the fact that it permits the direct participation in its organization and its government of all the people contributing to its support. Thus it becomes possible to have high schools whose courses provide not alone for the interests of the city child but also for the interests of the farmers' sons and daughters and for country life in general.

This latter point is well illustrated by the fact that most of the Illinois high schools that are now offering courses in agriculture are township high schools. The demand is growing more and more insistent for such courses as shall put the children from the farms more closely in touch with the possibilities of farm life. The towns can not alone organize such courses. It is only through the cooperation of larger groups that we are to be able completely to organize our high schools with reference to this growing demand for the vocational subjects in the education of our youth.

By means of the township high school such organization not only becomes feasible but also gives the farmers a voice in the establishment of such courses as the interests of agriculture demand. The people of Illinois certainly do not believe in a system of high schools organized into separate types for the different industries. We want all the boys and girls to have a chance to find themselves, to follow the lines for which nature has endowed them, by having at hand in the high school which they attend all possi-

ble courses of preparation. How, otherwise, are we to prevent the establishment of class distinctions along lines of the occupations, like the caste systems of European countries? How else shall we maintan the true spirit of a democracy?

It evidently becomes necessary, if we are to give to our high schools that directly practical trend which is everywhere being demanded, that we so organize them as to give to all children free high school advantages and at the same time make possible such a complete curriculum as this modern conception of high school training would involve.

We have already referred to the high school as a means of training teachers. None of our high schools are so well fitted for this work as are the township high schools, especially the training of teachers for the rural schools. They stand in direct relationship to these schools of the farmer and are thus able to turn out graduates as teachers who are more in sympathy with the needs of the rural districts than are those whose sole contact is with the city or town.

We cannot emphasize too strongly the obligation resting upon us to make the high school available to all classes. The high schools of the cities and towns, when directed exclusively in the interests of their immediate neighborhoods, are too far removed from the habits of thought and action of most farm bred boys and girls to appeal to them very strongly; or if they do it is usually to lead them away from the life of the farm. Besides there are many boys and girls of the country who are held back from high school because they can not afford to pay, along with the other necessary expenses, the tuition fees which they must pay when they go to the city school.

A strong township high school invariably stimulates the work of all the rural schools that are tributary to it, thus making these schools much more effective. This same effect is noticeable also with reference to the local elementary schools of the city or town in which the township high school is located. The establishment of a distinct institution with a building of some note and constructed and equipped for the special work of the high school, together with the higher grade of teaching ability usually employed in these schools, acts as a powerful stimulus to the grades below the high school. At the same time it has the general effect of raising the standard of educational ideals which prevail in the entire community to which such a high school ministers.

The money that is invested in these schools is more than returned in the increased values of real estate, if we say nothing of

Robinson Township High School (new), Crawford Co., Ill.

the greater return which comes from the increase of skill and of intelligence which is sure to be returned to every community which supports good schools. It is the superior intelligence of the American farmer which gves him whatever advantage he has over the European peasant. In order to maintain this advantage, and to make it possible for the farmers' interests to be intelligently represented in all public concerns the boys and girls of the farm must be given educational opportunities in every way equal to those of the cities and towns.

A well equipped high school with teachers trained to do the various lines of work required, if the school is to be a fully organized and efficient one, necessarily costs more, proportionately, than an elementary school. It is only through some such plan as is offered by the township high school law of Illinois that it is possible to get for our rural communities buildings properly equipped and teachers competent to do the work. This involves the cooperation of town and country in providing such a truly democratic school as is needed to place and keep all classes, all industries and professions, on a par with each other in our social order.

Typical Courses of Township High Schools.

Following are typical programs of study as offered in well organized township high schools of different types. These are given in general form here for the sake of brevity. In the printed reports of these schools the different courses are given more in detail:

NEW TRIER TOWNSHIP HIGH SCHOOL.

One elective study at least must be chosen from Group A.

Roman numerals I and II indicate semesters.

Subjects not otherwise designated continue throughout the year.

Numbers in parentheses indicate credits granted toward the eighty required for graduation.

Required Studies.	Elective Studies. Group A.	Elective Studies. Group B.
	First Year.	
English (5)	Physiography (5)	Bookkeeping (5)
Physiology (1)	Greek History I (2½)	Manual Training (2½)
Algebra (5)	Roman History II (2½)	Mechanical Drawing (2½)
	Latin (5)	Freehand Drawing and Design (2½)
	Penmanship I (2½)	Domestic Economy (3)
	Commercial Arithmetic II (2½)	Music (1)
		Physical Training (½, 1 or 1½)

Second Year.

English (5)
Plane Geometry (5)

Botany (5)
Zoology (5)
Mediaeval History I (2½)
Modern History II (2½)
Latin (5)
Greek (5)
German (5)
French (5)
Spanish (5)
Commercial Geography I (2½)
Industrial History II (2½)

Bookkeeping (5)
Manual Training (2½)
Mechanical Drawing (2½)
Freehand Drawing and Design (2½)
Domestic Economy (3)
Music (1)
Physical Training (½, 1 or 1½)

Third Year.

English (5)
Advanced Algebra II (2½)

Solid Geometry I (2½)
Chemistry (5)
English History and Civics (5)
Latin (5)
Greek (5)
German (5)
French (5)
Spanish (5)
Political Economy I (2½)
Commercial Law II (2½)
Stenography (5)
Typewriting (2½)

Manual Training (2½)
Mechanical Drawing (2½)
Freehand Drawing (2½)
Domestic Economy (3)
Music (1)
Physical Training (½, 1 or 1½)

Fourth Year.

English (5)
Physics (5)
American History and Civics (5)

Latin (5)
Greek (5)
German (5)
French (5)
Spanish (5)
Plane and Spherical Trigonometry I (2½)
Stenography and Typewriting (5)
Manual Training (2½)
Mechanical Drawing (2½)
Freehand Drawing (2½)
Domestic Economy (3)
Music (1)
Physical Training (½, 1 or 1½)
and studies in Group A of second and third years.

Oak Park and River Forest Township High School, Main Building, Cook Co., Ill.

PONTIAC TOWNSHIP HIGH SCHOOL.

General Courses.

Required.	Elective.
First Year.	
English	Latin
Algebra	Physiography ½
	Physiology ½
	Geography, Political and Commercial
	Manual Training
	Domestic Science
Second Year.	
English	Latin
Plane Geometry	Ancient History
	Zoology ½
	Botany ½
Third Year.	
English	Latin
Physics	German
	Algebra ½
	Solid Geometry ½
	English History
Fourth Year.	
English	Latin
American History	German
	Civics ½
	Economics ½
	Chemistry
	Bookkeeping

Normal Course.

First Year.	
First Semester	Second Semester
Grammar and Compositions	Grammar and Compositions
Political Geography	Commercial Geography
Arithmetic	Arithmetic
U. S. History	Civics (Elementary)
Second Year.	
English I	English I
Pedagogy	History of Illinois
Algebra	Algebra
Physiography	Physiology
Third Year.	
English II	English II
Plane Geometry	Plane Geometry
Zoology	Botany
Ancient History	Ancient History

Fourth Year.

*English IV	*English IV
*American History	*American History
Algebra II	Solid Geometry
Economics	Civics (Advanced)
*Physics	*Physics
Bookkeeping	Bookkeeping

COMMERCIAL COURSE.

First Year.

First Semester	Second Semester
Grammar and Composition	Grammar and Composition
Political Geography	Commercial Geography
Arithmetic	Arithmetic
U. S. History	Civics (Elementary)

Second Year.

English	English
Algebra	Algebra
Bookkeeping	Bookkeeping
Commercial Law	Commercial Correspondence

Third Year.

Bookkeeping	Bookkeeping
German I	German I
Plane Geometry	Plane Geometry
Ancient History	Ancient History
Zoology	Botany

Fourth Year.

English IV	English IV
German II	German II
Economics	Civics (Advanced)
Algebra II	Solid Geometry
American History	American History
Physics	Physics

ROBINSON TOWNSHIP HIGH SCHOOL.

First Year.

REQUIRED.	ELECTIVE.
English	Latin
Algebra	German
Biology or Ancient History	Commercial Geography ½ / Commercial Law ½
	Domestic Science
	Manual Training
	Agriculture

*Required in fourth year of Normal course.—Choose one additional.

Manual Arts Building, Oak Park and River Forest Township.

Second Year.

English	Latin
{ Algebra ½	German
{ Arithmetic ½	Commercial Arithmetic
Ancient History or Biology	Domestic Science
	Manual Training
	Agriculture

Third Year.

English	Latin
Plane Geometry	German
Physics or Chemistry	Bookkeeping
	Domestic Science
	Manual Training
	Agriculture
	History, Western Europe

Fourth Year.

English	Latin
American History	Typewriting and Shorthand
Physics or Chemistry	Domestic Science
	Manual Training
	Agriculture
	Astronomy ½, Geol. ½
	Solid Geom. ½, Plane Trig. ½

BELLFLOWER TOWNSHIP HIGH SCHOOL.

(Village Type.)

First Year.

Algebra
English
Latin or German
Physiography ½
Botany ½

Second Year.

Plane Geometry
English
Latin or German
General History

Third Year.

Algebra and Solid Geometry
English History
Zoology and Physiology
Latin or German or Domestic Science

Fourth Year.

English
Physics
U. S. History and Civics
Latin or German or Domestic Science

The Township High School Law and the Method of Procedure.

Following is the text of the Township High School Law as it now stands:

Township High Schools.

85. Upon petition of fifty or more legal voters of any school township, filed with the treasurer at least fifteen days preceding

the regular election of trustees, it shall be the duty of the treasurer to give notice of an election to be held at the next regular election of trustees for the purpose of voting "for" or "against" the proposition to establish a township high school. Notices of such election shall be posted in at least ten of the most public places throughout the township, for at least ten days before the day of such regular election, and may be in the following form:

NOTICE OF ELECTION.

Notice is hereby given that on Saturday, the ———— day of April, 1—— an election will be held at ———— for the purpose of voting "for" or "against" the proposition to establish a township high school for the benefit of township number ———, range number ———. The polls will be opened at ——— o'clock —— m., and closed at ——— o'clock —— m.

A———————— B————————

Township Treasurer.

The ballots of such election shall be canvassed as in other elections, and may have thereon the name of the person or persons whom the voter desires for trustee or trustees of schools.

86. If a majority of the votes cast shall be in favor of establishing a township high school, it shall be the duty of the trustees of schools to call a special election on any Saturday within sixty days, for the purpose of electing a township high school board of education, to consist of five members, notice of which election shall be given for the same time and in the same manner as provided in the election of trustees of schools. The members elected shall determine by lot, at their first meeting, the length of term each is to serve. Two of the members shall serve for one year, two for two years, and one for three years from the second Saturday of April next preceding their election. At the expiration of the term of office of any member or members, a successor or successors shall be elected, each of whom shall serve for three years, which subsequent election shall be held on the same day and in the same manner as the election of trustees of schools. In case of a vacancy, the board shall call an election without delay, to be held on any Saturday. Within ten days after this election the members of the township high school board of education shall meet and organize by electing one of their number president, and by elect-

STREATOR TOWNSHIP HIGH SCHOOL, LASALLE, CO., ILL.

ing a secretary. It shall be the duty of such high school board of education to establish, at some central point most convenient to a majority of the pupils of the township, a high school for the education of the more advanced pupils.

87. Two or more adjoining townships, or two or more adjoining districts, whether in the same or different townships, may, upon petition of at least fifty legal voters in each of the townships or school districts, or if a school district contains fewer than 150 voters, then by at least one-third of the legal voters of such district, and upon an affirmative vote in each of such townships or districts, at an election held pursuant to the provisions of section 85 of this Act, establish and maintain in the manner provided for township high schools, a high school for the benefit of the inhabitants of the territory described in such petition.

88. The inhabitants of any territory composed of parts of adjoining townships, who are now maintaining a high school and who have elected a board of education, may create such territory into a high school district by a petition signed by fifty legal voters of such district and an affirmative vote in such district, and may elect a board of education therefor, as in other high school districts. When part of a township has been included in a high school district pursuant to any of the provisions of this Act, the remainder of such township not included in any high school district, shall constitute a township for high school purposes.

89. Any school district having a population of two thousand (2,000) inhabitants or more may, in the manner herein provided for establishing and maintaining a township high school, establish and maintain a high school for the benefit of the inhabitants of such school district, and elect a board of education therefor with the same powers conferred on township high school boards of education. The territory of such district when so organized for high school purposes shall constitute a high school district for high school purposes distinct and separate from the common school district having the same boundaries, and the high school board of education of such high school district shall have the same power to levy taxes and establish and maintain high schools as township high school boards of education organized under this Act possess, and such taxes shall be in addition to the taxes authorized to be levied by section 189 of this Act. All school districts which have heretofore organized under this section, elected a high school board of education, and are maintaining a high

school, shall be regarded as high school districts distinct and separate from the common school district having the same boundaries, shall have the same power of taxation as township high school boards of education organized under this Act. A township or part of a township in which there is no township high school may be annexed to an adjacent high school district organized under this section in the same manner as near as may be as is provided in sections 94, 95 and 96 of this Act for the annexation of territory to a township in which a high school has been established.

90. When any city in this state having a population of not less than one thousand and not exceeding one hundred thousand inhabitants, lies within two or more townships, that township in which a majority of the inhabitants of the city reside shall, with the city, constitute under this Act a school township for high school purposes.

91. For the purpose of building school houses, supporting the school and paying other necessary expenses, the territory for the benefit of which a high school is established under any of the provisions of this Act, shall be regarded as a school district, and the board of education thereof shall, in all respects, have the power and discharge the duties of school directors, for such district.

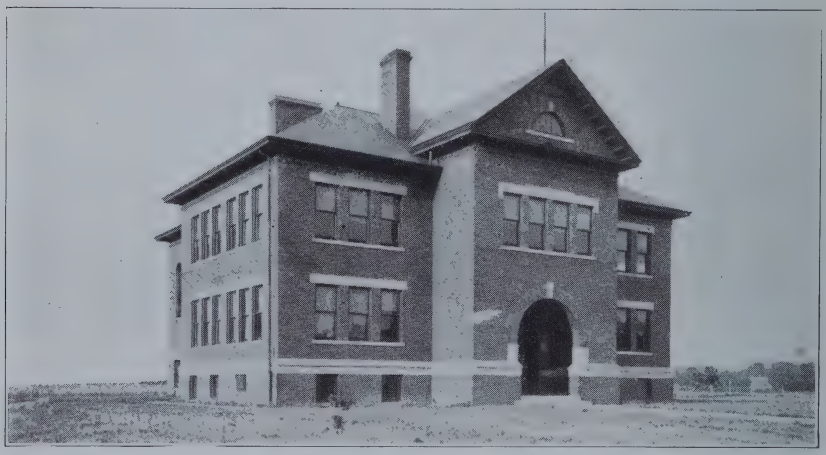
92. When any district desires to discontinue the high school, the treasurer, upon petition of a majority of the legal voters of the district filed at least fifteen days preceding the regular election of trustees of schools with the treasurer of such district, shall give notice of an election to be held on the day of the regular election of trustees, for the purpose of voting "for" or "against" the proposition to discontinue the township high school, which notice shall be given in the same manner and for the same length of time, and in substantially the same form, as the notice provided for in section 85 of this Act. The ballots for such election shall be canvassed in the manner provided for in section 85 of this Act. If a majority of the votes cast at such election shall be in favor of discontinuing the high school, the trustees of schools shall surrender the assets of the high school to the district fund of the township or townships interested in proportion of the assessed valuation of the townships or parts of townships comprising such district.

93. When any township in any county under township organization shall contain two political towns divided by a navigable stream as recognized by the United States, each of which shall contain a city of not less than one thousand nor more than

Biggsville Township High School, Village Type, Henderson Co., Ill.

one hundred thousand inhabitants, each town shall constitute a township under this Act for high school purposes.

94. A township or part of a township in which there is no township high school may be annexed, in the manner hereinafter



Lovington Township High School, Village Type, Moultrie Co., Ill.

provided, to an adjacent township in which a township high school has been established. Upon petition of five per cent of the legal voters of the territory to be annexed, and of the township to which annexation is desired, filed with the treasurers of the respective townships at least fifteen days preceding the regular election of trustees of schools, the respective treasurers shall give notice to the voters concerned that an election for or against annexing the township or part of a township, as the case may be, will be held at the next regular election of trustees of schools in each township, by posting notices of such election in at least ten of the most public places in the territory to be annexed, and in the adjacent township, at least ten days before the date of such regular election. Such notice may be in the following form, to-wit:

HIGH SCHOOL ANNEXATION.

Notice is hereby given that on Saturday, the ——— day of April, 1——, an election will be held at ——— for the purpose of voting "for" or "against" the proposition to annex for township high school purposes the following territory, to-wit: (Here insert the number and range of the township when the whole township is to be annexed, or when part of said township is to be annexed insert the said part of said township), to township number ——, range number —— (Township having an established high school).

The polls will be opened at ——— o'clock ———m., and closed at ——— o'clock ———m.

A——————— B———————

Treasurer.

When less than the whole of a township is to be annexed, only the voters in the territory to be annexed shall have the right to vote, and the trustees of schools shall provide a voting place for that territory and the judges and clerks of such election.

95. If petitions request the township treasurers, respectively, to submit said question at a special election, it shall be the duty of the township treasurers to call the respective elections, as provided in the foregoing sections, for some day and hour not exceeding thirty days from the date of the filing of the petition; and to give at least ten days' notice of the election, in which event the polls of the election shall be open in at least two polling places and for at least four consecutive hours, and the polling places

in the respective townships shall be designated and fixed by the treasurers respectively. If a majority of the votes cast in the township having an established high school, and a majority of the votes cast in the territory to be annexed shall be in favor of the proposition, the township or territory, as the case may be, shall be and become so annexed, and the property in such township or territory shall thereafter be subject to taxation for the support and maintenance of the township high school, including the payment of any bonded indebtedness of such township high school, and interest thereon, thereafter falling due, as fully and to the same extent as is provided by law for the levying of taxes upon property for the support and maintenance of township high schools. The taxes collected from such township or territory annexed for the support and maintenance of a township high school shall be paid by the officer collecting the same to the township treasurer of the township having the established high school.

96. Such election shall be held in the manner provided by law for the holding of elections for township trustees of schools, and the ballots of such election shall be canvassed, and the returns thereof made as in other school elections. If a majority of the votes cast shall be in favor of the proposition, it shall be the duty of the township treasurer of the township which is annexed, or part thereof, as the case may be, to file a certificate with the county clerk of the county in which such township is located, or if such township is situated in more than one county, with the respective clerks of such counties, certifying to the territory so annexed and giving a description thereof.

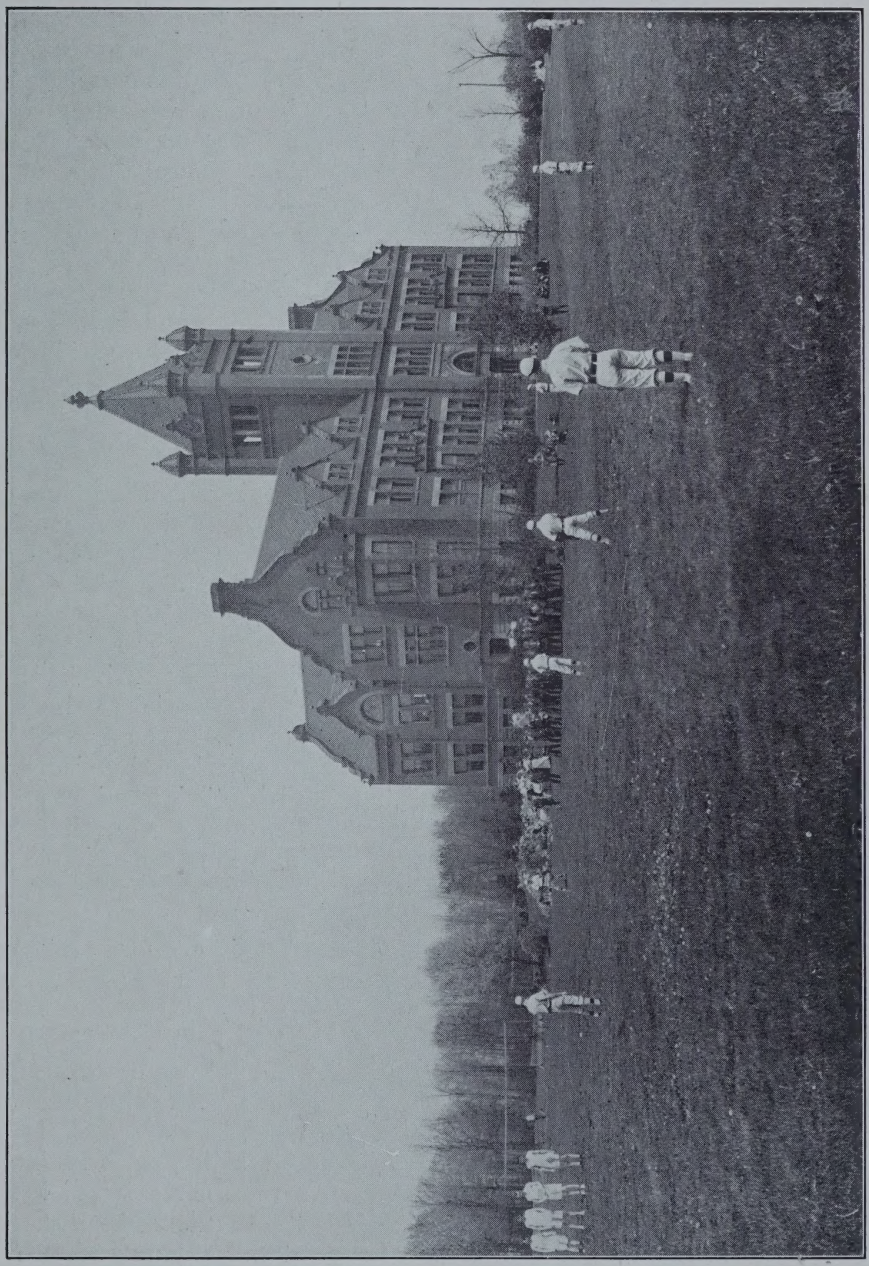
Summary of the Law Giving Steps Necessary in the Establishment of a Township High School.

1. Petition of fifty or more legal voters of the school township. In the case of two or more adjoining townships or two or more adjoining school districts there must be a similar petition from each township or district.* The petition must be filed with the township treasurer at least fifteen days preceding the regular election of trustees. Other territorial divisions which may be organized under this Act are:

(a) Any school district having a popluation of 2,000 or more.

(b) Where a township in any county under township organization contains two political townships divided by a navigable stream and each containing a city of not less than 1,000 nor more than

*In case of districts having fewer than 150 voters at least one-third must petition.



New Trier Township High School, Kenilworth, Cook Co., Ill.

100,000 population, each town constitutes a township for the purposes of the township high school act.

2. Election. Must have ten days' notice, posted in at least ten conspicuous places. Ballots canvassed as in other elections.

3. Township High School Board. In case of a majority vote the trustees must call a special election on any Saturday within 60 days to elect such board. Notice of this election must be same as for election of trustees. The board is to consist of five members, and terms to be determined by lot.

4. On a vote of the district the Board may issue bonds or incur indebtedness for the purchase of a site and the erection of a suitable building. The district must vote on the site. Failing to choose, the Board then has power to select a site.

Conducting a Campaign.

In conducting a campaign for a township high school it should be remembered that no class of people are likely to take up readily with an educational innovation about which they know little or nothing. No effort should therefore be spared in making known to all the people of a proposed township district just what a township high school involves and what its advantages are. It is rarely that any class of American citizens will be found who will oppose, in any great numbers, a proposition so beneficial to their own community and to the country at large. Frequently the mistake has been made of conducting these campaigns hurriedly and with little effort toward furnishing reliable information to those upon whose support must depend the success or failure of the proposition to establish a township high school district.

Such hasty efforts should not be taken as final, nor as cause for great discouragement. It is a part of the history of a number of our best township schools that it has required two or even three votes before the people understood the matter sufficiently well to give their approval.

In all matters of public interest where the franchise is involved it is best, in the long run, to be open and fair with all concerned. A good high school is expensive. It is worse than useless to attempt to conceal this fact. When people want a thing they will vote for it and pay the price, even if it comes high. Most people want the best there is available for their children in the way of education. Make the campaign, then, one of enlightenment, and base it on the high plane of a good high school education for the children of all, rich and poor, from country and from city, alike.

SCHOOL *of* EDUCATION

University of Illinois

The School of Education offers, during the regular University year, courses in principles and history of education, school hygiene, school law, school administration and supervision, secondary education, social phases of education, comparative education, and educational classics.

Through the Department of Psychology, it offers courses in general, experimental, genetic, and educational psychology.

In coöperation with other departments of the University, it offers courses in the teaching of the ancient and modern languages, English, history, the biological and physical sciences.

In coöperation with the College of Agriculture, it trains teachers of agriculture and of household science for the elementary and secondary schools.

It offers *graduate work* in the principles and history of education, in school organization and supervision, and in *the history and organization of industrial education.* A secondary school enrolling over three hundred pupils is open to properly qualified graduate students for purposes of investigating problems of class-room teaching and the organization of subject-matter.

It offers courses in *practice-teaching* open to students of graduate and senior standing, and involving either one or two semesters of actual teaching, five hours each week, under competent supervision.

During the Summer Session courses are offered in the principles and theory of education, educational values, high-school administration, general school administration, technique of secondary teaching including class management, and the history of industrial education.

Address for further information,

W. C. Bagley, Director,
Urbana, Illinois

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